
Workforce Preparation

Mississippi

“The Working Class”

Situation:

About one half of the graduating high school students in the United States will leave school without the knowledge or foundation skills required to find and hold a good job. Youth need exposure to a variety of career opportunities. Youth also need to be aware of the skills and competencies necessary to succeed in the world of work, as determined by the Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS report). Then-Secretary of Labor Lynn Martin believed that in today’s economy we must do more than teach students reading, writing, and arithmetic. Diplomas must reflect the demands of a changing workplace for broader skills beyond the 3 R’s (Martin, 1991). Career development/workforce preparation is a key life skill competence in education and youth development today.

Program Description:

The Alcorn State University Cooperative Extension Program Career Development/Workforce Preparation Program entitled “THE WORKING CLASS” is a 4-week program conducted in vocational centers and school districts in southwest Mississippi. The program is designed to help prepare youth in their schools for future employment. Students participating in this program learn essential workplace skills, such as how to write a cover letter, how to develop resumés, how to properly prepare a job application, and how to dress for and manage an interview. They also learn life skills such as decision making, time management, and money management.

Stakeholder Satisfaction:

The Working Class staff met twice a week all day for 4 weeks in the voc-tech centers and classrooms. The targeted audiences were rural African-American youth from limited-resource families and communities. These youth were targeted because of their communities’ limited educational and economic opportunities. Students, teachers, and school administrators continue to request this program each year. Many have reported a decline in behavioral problems in the students who participated in the program. They have noted improvement in students’ self-esteem and grades. This program has had a very positive impact on the students, teachers, and school officials. It has given the students an understanding of personal responsibility for behavior and choices, and it has helped to instill positive work skills.

Accomplishments and Impacts:

In the past year 3,169 youth participated in the Working Class Program. Some 75 Career Development/Workforce Preparation workshops were conducted in five southwest Mississippi counties. These workshops were a part of either a tech prep or business and communication

class at a vocational center or high school. To complete the program, each student had to complete two interview sessions – one before training and one after training. Both interviews were videotaped. This process gave the students an opportunity to critique their interviews and see their strengths and weaknesses to determine what they needed to do to improve their skills. Portfolios were established for each student, which included (1) a cover letter, (2) a resumé, (3) two completed job applications, and (4) an interview evaluation sheet.

This program involved the state and county extension staff, local school districts, teaching faculty, and local businesses. Eighty-nine percent of the youth who participated in the program can accurately complete a cover letter, a resumé, and two types of job applications and can successfully complete the interview process.

Resource Commitment:

The key to the success of this program has been the partnership established between local business, Cooperative Extension, and the local school districts. This is an on-going program through 4-H and Youth Development at Alcorn State University.

Collaborators:

County extension agents, university teaching faculty, local businesses, and local school districts.

Contact Person:

Manola C. Erby, Youth Specialist, Alcorn State University Cooperative Extension Program, 1320 Seven Springs Road, Raymond, MS 39154. Phone: 601-857-2469, Fax: 601 857-2358, E-mail: mcerby@lorman.alcorn.edu

Maryland

4-H Entrepreneurship Residential Camp Program

Situation:

The Baltimore City 4-H Entrepreneurship Residential Camp Program offers an opportunity for youth to learn important skills and attitudes about the social and economic aspects of the workforce while having fun earning money.

Program Description:

The Baltimore City 4-H Entrepreneurship Residential Camp Program's purpose is to give youth ages 8-13 an opportunity to have fun while learning the basics of entrepreneurship. The youth participants are representative of the disenfranchised adult populations in Baltimore City: predominantly African-American, poverty/low income, nominal academic achievement, and

underskilled for the current job market. As is true for any identified Empowerment Zone¹ our youth need hands-on, meaningful learning experiences that lead to economic and personal stability. Developing entrepreneurship skills is one method of addressing that need. Participants learn how to start a business, develop advertising, and set marketing strategies.

Entrepreneurship concepts were taught from researched-based curriculum (*Learn and Earn for Fun and Profit, and Mini-Society*). The goals of the program were to: (1) provide campers with opportunities to experience entrepreneurship; (2) teach entrepreneurship concepts in the context of these experiences; and (3) integrate the study of entrepreneurship with other subjects such as language arts, math, social studies, team building, and problem solving. In addition, campers were offered classes and activities in cultural diversity, team building, sports, hiking, stream testing, recycling, plant and tree identification, swimming, arts and crafts, campfires, movies, a talent show, and a “Super Star Citizenship” Award program.

Stakeholder Satisfaction:

A Baltimore City Extension educator secured funding for the camp program, co-facilitated the training of youth and adult volunteers, coordinated and supervised the program, and developed the evaluation forms and process. Seventy-eight campers from Baltimore City and surrounding counties attended the Baltimore City 4-H Entrepreneurship Residential Camp Program in Harford County, MD, July 24-28, 2000. All campers attended two, 2-hour entrepreneurship classes per day. The lessons were developed to match the differing skills of the children. This strategy and the research-based curricula reinforced the acquisition of core academic, social, and life skills. At the end of the camp week, 100% of the campers demonstrated what they learned by selling products they made at the Entrepreneurship Expo open market. Aspiring young entrepreneurs sold personalized keychains, snacks, hotdogs, hamburgers, sodas, jewelry, artwork, face painting, and raffles. Campers received a portion of the profits. One camper summed up the experiences: “I learned how to make money, work with others, and have a lot of fun too!”

Accomplishments and Impacts:

The program was evaluated through a formal evaluation process, demonstration, and observation. As a result of teaching entrepreneurial concepts:

- ! Ninety-four percent of campers reported that they learned entrepreneurship concepts.
- ! One hundred percent of campers demonstrated acquired skills in entrepreneurship during the Mini-Society program and Entrepreneurship Expo.
- ! Three youth were trained in, and then co-facilitated, the Mini-Society curriculum during the camp program.
- ! Twenty volunteer staff assisted in the design and implementation of the Mini-Society program and the Expo.
- ! Ninety-six percent of campers gave the Entrepreneurship classes a rating of excellent.
- ! Ninety-eight percent of campers gave the Entrepreneurship Expo a rating of excellent.
- ! Ninety-two percent reported that they learned how to get along with others.

¹Empowerment Zones are communities targeted to receive funds through the Department of Housing and Urban Development to end issues of blight, unemployment, and pervasive poverty.

The program received the Eleanor P. Eells Award for program excellence by the American Camping Association. The program was one of six camps chosen nationwide for outstanding and unique programming. The program was featured in the University of Maryland-College of Agriculture and Natural Resources Annual Report 2001 Calendar.

Resource Commitment:

The program received \$400 from the Maryland State Arts Council. Baltimore Full Partners-Teen Corps Program provided in-kind contributions through AmeriCorps volunteers as camp counselors, and \$1,000 was received from a Kellogg Foundation grant.

Collaborators:

The success of the Baltimore City 4-H Entrepreneurship Residential Camp Program rests largely on the commitment and skills of our volunteers and extension staff. Volunteers were provided through a partnership with Fellowship of Lights Youth and Community Service AmeriCorps Program, and Baltimore Full Partners-Teen Corps. The volunteers and staff met October-June to receive and co-lead in training such as camp planning and implementation, leadership development, conflict resolution, entrepreneurship, community service, team building, and health and safety standards. Extension staff from Baltimore City and Anne Arundel County and a state extension specialist assisted in teaching entrepreneurial concepts.

Contact Person:

Manami J. Brown, Extension Educator, 4-H Youth Development; Baltimore City; Maryland Cooperative Extension, University of Maryland; 23 South Gay Street, Baltimore, MD 21202. Phone: 410-396-4906, Fax: 410-396-3864, E-mail: mb344@umail.umd.edu

Other Base Program Areas This Program Applies to:

Community Resources & Economic Development

California

Teens As Teachers

Program Description:

In the city of San Jose, CA, three San Jose Unified School District schools, Pioneer High School and Los Alamitos and Almaden Elementary Schools, cooperated with Cooperative Extension in a teen cross-age science instruction program titled Teens As Teachers (TAT). Fourteen Mexican American males, and two white teens (one male, one female) from Pioneer H.S. received training on team building, processes of science, teaching methods, and rocket science units emphasizing experiential learning. Teams consisted of three youth. Together they planned and delivered unit science lessons to two 5th grade classrooms, reaching 66 children who were 45% Mexican American, 35% Asian American, and 20% white. The program's purposes were:

- ! To expand teen educational purpose through “real world” learning experiences,
- ! To increase teen planning, cooperation, and implementation skills, and
- ! To stimulate teen’s and elementary children’s science critical thinking skills.

Stakeholder Satisfaction:

The Youth Development Advisor dedicated 20% of her time to the project. She supervised the program coordinator, trained teens, developed and cultivated relationships with youth, school administrators, teachers, and business partners. The program coordinator dedicated 40% of her time to the project. She developed and revised the curriculum and handouts, developed science kits for instruction, and supervised teens while they served as teachers of elementary school-aged children.

Staff and teens met every Monday afternoon from September until June. Youth who served as TAT self-selected themselves to participate in this project. Five teenagers were involved in sports. Every Monday they would miss 20 minutes of sports practice, because they had willingly enrolled in this program. Teens received 32 hours of science curriculum training and spent 8 hours teaching in each elementary school classroom. Teens were trained one Monday and then they taught that activity the following Monday. This set-up allowed teens to fully experience the activity themselves, get comfortable with what they needed to do, and to practice teaching each other prior to teaching younger children.

Teens, young children, teachers and school administrators were very satisfied with the program as evidenced by ongoing conversations and focus group interviews.

Accomplishments and Impacts:

The program provided authentic work experiences offering teens new insights into teaching, peer cooperation, learning, and science. A pre/post questionnaire and focus group interview probed teen attitudes and thoughts. Though tentative, the survey pointed to some attitudinal changes, and the focus groups helped identify program operational issues.

Pre-Post Teen Survey:

Sixteen teens participated in all phases of the project and provided complementary pre- and post- surveys. The survey was given in October and again in June. Although respondent numbers were at best tentative, the data provides some indication on teen thinking.

When asked about “how they felt about working with a group of classmates on a team project,” the teens generally responded very positively (90%) to the idea on both pre- and post-test surveys. All teens had participated in group projects an average of five times prior to joining this project. Teen teaching teams were rearranged each time, due to absenteeism. Hence, teens did not fully experience working collaboratively in teams.

When asked “How do you think about yourself as a student or learner?” teens indicated little significant change in personal motivation and their class participation. The only significant positive change in this category was in whether teens “have to be encouraged to do homework” which decreased from 80% to 50%. In terms of how teens “feel about science,” there was a

70% increase. Throughout the project, teens expressed that they had never learned science in a “fun way” and that it was great to learn Newton’s Laws and then apply them. However, interest in science course work at school remained about the same before and after the experience.

When queried on their work with children, 20% of teens expressed strengthened ability in “tutoring a child,” “coaching or teaching a small group of children,” and in “speaking before a group of peers.” Finally, when asked about service learning as a part of high school education, teens were unclear about the project’s impact. “Service learning importance” decreased slightly from 80% to 70%. Responses advocating that service learning be required “for all high school students” increased from 50% to 70%. In summary, participant numbers and length of experience should indicate cautious use and interpretation of data.

Resource Commitment:

A \$50,000 grant from the William and Flora Hewlett Foundation supported this program.

Collaborators:

Pioneer High School, Los Alamitos Elementary School, Almaden Elementary School.

Contact Person:

Fe Moncloa, 4-H Youth Development Advisor, University of California Cooperative Extension, Santa Clara County, 700 Empey Way, San Jose, CA 95128. Phone: 408-299-2630 ext.1006, Fax: 408-298-5160, E-mail: fxmoncloa@ucdavis.edu

Georgia

Survive and Thrive in the World of Work

Situation:

Rural counties in Georgia consistently have higher unemployment rates than the state average, and the poverty level and high school drop-out rate are high. Youth living in these rural counties need skills for future employment and knowledge of college and career preparation opportunities. They also need encouragement and assistance to pursue higher education.

Program Description:

Fifty-five 4-H teenage youth from the three rural counties of Crisp, Dooly, and Wilcox participated in the World of Work program and day camp. Seminars were taught by area college staff on “Succeeding in Life” and “Succeeding in College”, and “College Can Be a Reality For You.” Students participated in a trip to the University of Georgia and to South Georgia Technical School to learn about college and career opportunities. The World of Work day camp connected youth with area businesses so that 4-H’ers could learn about job requirements, business ownership, corporate management, and technology in the workplace. Youth shadowed employees, conducted interviews, completed work tasks, and researched careers.

Stakeholder Satisfaction:

One 4-H agent and three 4-H program assistants were involved with the World of Work program. The targeted audience participated in activities over a 1-year period. School systems and local business communities totally supported the program, and local media considered the program newsworthy. Four-H'ers in the program were featured on television and on the front page of the local newspaper.

Accomplishments and Impacts:

Slightly more than 90% of the youth involved in the Survive and Thrive in the World of Work program indicated that the program had motivated them to make better grades in high school and to plan for education beyond high school. Seven older participants applied for, and received, college scholarships, and nine youth made college and career decisions based on the World of Work activities. Twenty-one youth completed in-depth research projects on a career area of interest.

Resource Commitment and Collaborators:

The program was conducted with limited resources but strong collaborative support from Abraham Baldwin College, South Georgia Technical School, Crisp Regional Hospital, Planters First Bank, Callisto Computers, Holiday Inn, Georgia Pacific, Coes Funeral Home, Marise Restaurant, and other businesses. Media coverage was provided by WSST Channel 55 and the *Vienna News Observer*.

Contact Person:

Sandra McKinney, Crisp County Extension 4-H Agent; 110 West 13th Avenue, Suite C; Cordele, GA 31015. Phone: 229-276-2612; Fax: 229-273-9563; E-mail: smckinn@uga.edu

Other Base Program Areas This Program Applies to:

Community Resources & Economic Development, Family Development & Resource Management

Georgia

Leadership Workshop

Situation

Bacon County is a rural community of about 10,000 people, mostly a farming community with very little industry. The opportunities for leadership development among youth are limited to clubs during the school year, recreation leagues during the summer months, and activities in a few of the local churches. The Bacon County 4-H Club is very active year round in seeking to provide places and opportunities for the youth to learn and practice leadership qualities that will stay with them throughout their adult lives. This summer we developed a one-day Leadership Workshop that was open to all the 4-H members in grades 5-12 in Bacon County. Through this workshop, we had 4 main goals:

- (1) to introduce our youth to members of the community that held leadership positions,
- (2) to allow the children time to listen to these leaders give insight into leadership qualities and to pass on wisdom they had gained,

- (3) to complete leadership activities that would expand and enhance their leadership abilities,
- (4) to allow the 4-H'ers to actively tour some of the major businesses in our community.

Due to many of our youth staying in Alma after graduating, we believed this workshop would give our participants a basis upon which to begin building strong leadership qualities for our future community leaders. Leaders are necessary in every aspect of life, and we wanted to be a part of building our community leaders of tomorrow.

The workshop began with a tour of the D.L. Lee and Sons Meat Packing Plant. This plant employs over 200 individuals in the community. It is one of our largest employers. The children took a tour of the plant and interviewed Karen McCarty to find out what the company looks for in hiring employees.

Following this tour, the children were taken on a walking tour of the new courthouse complex that houses all county and city government offices. While touring the courthouse, the Chairman of the County Commissioners, Eugene Dyal, spoke to the 4-H'ers about his job and what he had learned about leadership over the years. He told them how important learning to speak in public was to further their goals in life. He gave marvelous examples of how he had learned what leadership qualities were necessary in his particular job. He stressed the importance of education and the many ways in which being active in 4-H could benefit their lifelong goals.

After leaving his office, we proceeded to the city offices where the children met with Magistrates Court official, Sherry Tillman, and learned about the many different jobs handled within that office. The participants talked with local attorney Fred Kopp who shared his ideas about leadership and education.

Then on the final part of the tour, City Manager Tom Deen spoke with the 4-H'ers about his job and the need to have certain qualities to accomplish the things necessary to keep a local government in operation from day to day.

For lunch, the 4-H'ers were treated to pizza, drinks, and a 4-H cake compliments of the Alma Satilla REMC office. This office employs 85 people and is a regional office for the REMC covering nine counties. After a delightful lunch, the CEO of Satilla REMC, Robert Rentfrow, spoke to the children about leadership and how his participation in 4-H had made such a tremendous impact on his career. Mr. Rentfrow is a Master 4-H'er and believes in the power of 4-H in the lives of youth.

At the conclusion of the tours, the 4-H'ers returned to the 4-H office and participated in several activities to bring all that they had seen and heard together. They were given hands on learning activities with scenarios and teamwork exercises to build on the ideas that they had learned while out in the community.

Stakeholder Satisfaction

The adults that took part in the Leadership Workshop felt that the class was a great way for the youth to “see” and to “meet” community leaders. The 4-H youth that were involved in the workshop believed that they had learned much by being a part of this workshop. Following are some of the comments made by the 4-H’ers on the evaluation forms completed at the end of the session:

1. I have learned to try to lead my friends into doing the right things.
2. I will use the leadership skills I learned today to help me while working with teams or groups.
3. I learned that you must look at the responsibilities of being a leader before becoming one.
4. I have learned to listen, learn, and to speak up.
5. I learned to listen more.

Accomplishments and Impacts

Although the impact of such a workshop is difficult to measure, we believe that it can only serve to improve the leadership qualities of the young people involved. We also know it is necessary to continue to work on this area to reinforce the learning that took place. We have already planned to have another workshop very similar to this next summer. It will be interesting to follow the 4-H’ers who participated in the workshop to see what long term effects it will have on their young lives.

Resource Commitment

The only external cost was the donation of lunch by the REMC.

Collaborators

It was necessary to have the cooperation of D.L. Lee and Sons plant, the Courthouse offices, and the Satilla REMC. Without their help, cooperation, and willingness to give of their time to speak to the 4-H’ers, none of this would have been possible.

Contact Person

Ann Wildes, 4-H Extension Agent; 203 South Dixon Street; Agriculture Complex, Suite 3; Alma, GA 31510; Phone: 912-632-5601, Fax: 912-632-6910, Email: awildes@uga.edu

Maryland

4-H Mini Society

Situation

The Maryland Mini Society program provides an outreach to under- served youth in the major urban communities by promoting a team approach to include program visits and exchanges. One hundred twenty-five students were targeted for fall programs.

Program Description

The Maryland program focuses on urban youth ages eight to twelve year olds. The program targeted the following delivery areas: state designated hot spots, school-enrichment, summer programs, after school community youth that had not necessarily been offered programs before. The focus has been to target a new audience where important life skills would be taught and to provide interest and opportunities to expand their outlook in life with no economic loss. Youth would learn about becoming an entrepreneur, how to conduct market surveys, promotional strategies, record keeping, career development and more.

Stakeholder Satisfaction

Anne Arundel County, Howard County, Montgomery County and Baltimore City Extension offices committed 5 Educators (.10 FTE per faculty member) to conduct the program. Mini Society's met twice a week for a minimum of 10 weeks.

Accomplishments and Impacts

Each county and city collaborated with urban partners that brought diversity to the 4-H youth programs through a different approach. Each educator presented at least three mini societies within their location and has agreed to continue offering the Mini Society program.

Two Mini Society banners, brochures and T-Shirt have been designed and produced.

A state Mini Society display has been developed to use as a resource to educate other Educators in Maryland and in other states.

Several accomplishments to date, include:

- A poster session was presented at the 2001 North Central Urban Extension Conference,
- A Mini Society poster session will be presented at the NAE4-HA 2001 National Conference in Bismarck, North Dakota,
- An evaluation tool has been designed and used to acquire measurable results,
- A total of nine Mini Society's have been presented and 150 + youth have been reached,
- A Mini Expo was held at the University of Maryland campus.

Through evaluations and feedback from a Family and Community Outreach Specialist the following was recorded: " in the school systems the programs brought to life math, social studies, economics, government and most importantly teamwork and fair play- all wrapped up in shrieking fun! The program gave measurable meaning to their classroom instruction-but it also gave them some of the best memories of their young lives."

Resources Commitment

A proposal was developed and presented to Kauffman Center for Entrepreneurial Leadership. The proposal in the amount of \$20,125 was granted to conduct the program in Maryland. Resources also came from in-kind donations.

Collaborators

Anne Arundel County: Hot Spot location at Van Bokkelen Elementary Pine Drive After School program.

Baltimore City: Edgecomb Circle Elementary School and 4-H Residential Camp.

Howard County: Howard School System and Community Housing Development.

Montgomery County: Edgewood Management Corporation, Rock Creek Terrace Community Center, and The Cardinal Group, Inc.

Contact Persons

Hope M. Jackson; Extension Educator, 4-H Youth Development; Howard County
3525L Ellicott Mills Drive; Ellicott City, MD 21043, Phone: 410-313-2707, Fax: 410-313-2712,
Email: hj1@umail.umd.edu

Alganesh Piechocinski; Extension Educator, 4-H Youth Development; Montgomery County,
18410 Muncaster Rd., Derwood, MD 20855

Manomi Brown and Theresa Sivels; 4-H Youth Development; Baltimore City; 23 S. Gay Street
Baltimore, MD 21202

Sandra Mason; Extension Educator, 4-H Youth Development; Anne Arundel County;
802 Greenmead Drive; College Park, MD 21740

Edith Williams, Extension Specialist, 4-H Youth Development, Maryland 4-H Center,
University of Maryland (retired).

Other base program areas this program applies to

Community Resources & Economic Development, Leadership & Volunteer Development

Mississippi

E-Corps**Situation**

There is a need to:

- Encourage youth to learn skills necessary for successful employment;
- Teach youth technology skills;
- Teach youth entrepreneurship skills; and
- Create an opportunity for hands on experience in these areas.

Program Description

Youth from North Mississippi formed a group that they named E-Corps. The E stands for Entrepreneurship, Electronic, and Education. The word “corps” recognizes their desire to be dedicated hard workers similar to the Marine Corps or the Corps of Engineers. Twenty-six youth participated in a series of workshops and trainings on entrepreneurship and technology. They established a group business. They publish an educational newsletter for Career Discovery Classes. Each newsletter highlights a particular career via an interview with someone working in that career. The newsletter also offers an educational web site review, upcoming events available for youth and other related information. This diverse group of youth ages 12-18, are acquiring skills that will be beneficial to their future career.

Stakeholder Satisfaction

Satisfaction for this program has been high. Not only have the participating youth acquired entrepreneurship and technology skills but also the community has benefitted from their newfound knowledge.

Accomplishments and Impacts

The publication that is written and distributed by the E-Corps group has been highly praised by teachers who use it in their classrooms. Not only have they established a group business and learned the basics of writing business plans, marketing plans, record keeping, and product development, but six of the group own successful individual businesses as well. The E-Corps group taught a workshop for adults at the State CYFAR (Children, Youth, Families at Risk) Conference in Jackson. They also taught a workshop at the Lignite Mine for teachers and students participating in a pilot program. Two of the older participants received job offers based on the technology skills acquired through this program. They have designed web sites for several public events and businesses. They have acquired skills in technology, entrepreneurship, communication, and financial management.

Resource Commitment

A grant from the Appalachian Regional Commission provided funding of \$10,000 for a computer laboratory.

Collaborators

MSU Extension Service, 4-H Agents, North Mississippi Public Schools, ARC (Appalachian Regional Commission), Mississippi Department of Economic and Community Development, Mississippi Media

Contact Person

Linda Mitchell, MSU Extension Youth Technology & Special Programs Coordinator
P.O. Box 2297, Tupelo, MS 38803, Phone: 662-841-9000, Fax: 662-841-9003
Email: lindam@ext.msstate.edu

Other base program areas this program applies to:

Community Resource & Economic Development, Leadership & Volunteer Development

4-H Americareads/Americacounts, Tutoring Program

Situation

Workforce Preparation-School to Work is one of the National Initiatives for 4-H Youth Development. The AmericaReads/AmericaCounts Challenge is a national bi-partisan effort to help every child read independently by the third grade. Children who cannot read early, but eventually will read, are hampered at the very start of their education and often for the rest of their lives. The AmericaReads/AmericaCounts/4-H Program addressed the Workforce Preparation initiative in at least two ways: 1) The college students are getting work experience and in some cases may actually make career goal changes because of their tutoring experiences, and 2) Children must be able to read and to do math to be prepared for the world of work. The children who are being tutored are enrolled in an urban school in New Brunswick. These children are at risk for many factors.

Program Description

Work-study students are recruited, trained and placed as tutors of reading and math. Teachers indicate students who need tutoring, what their specific tutoring needs and availability are, whether they can work in groups or need individual assistance. Training consists of 3 hours in a group session where tutors receive instruction on how to plan lessons and techniques for tutoring the students. An additional 2 to 3 hours is required of the tutors to learn via tapes of actual tutoring sessions and instructions on how to use *The Phonics Game* to teach phonics. After training is completed, tutors are assigned students. The goal is to meet with the same students at least 2 hours two times a week. In 2000, county budget money was utilized to purchase Spanish language books along with the same book in English. Several books that teach math concepts on the lower grade levels were also purchased. These were added to two large plastic boxes of materials and games purchased previous years for use by the tutors and the children they tutor.

Stakeholder Satisfaction

This program has been conducted for 3 years in the same elementary school. Each year the school principal has requested this program to continue in her school. The classroom teachers are cooperative and enthusiastic. Because this program is labor intensive for the tutors, we have a large turn over after only one semester. This year, for the first time, we have had a significant number of tutors (10) who have returned for a second semester.

Accomplishments and Impacts

The Spring semester of 2000, 5 college students tutored 30 students in reading and math. Twenty (20) college students tutored 47 students in reading and 51 students in math for a total of 98 students for the Fall semester of 2000. During the Spring Semester of 2001, 11 college students tutored 39 youth in math and 37 youth in reading. It is difficult to get evaluations returned. Five tutors returned evaluations after the Fall semester. They all reported improvement in the children's reading ability and love for reading.

Resource Commitment

Rutgers, The State University through the Federal Work Study Program, Rutgers Cooperative Extension of Middlesex County

Collaborators

Rutgers, The State University through the Federal Work Study Program; Livingston Elementary School; Rutgers Cooperative Extension of Middlesex County.

Contact Person

Betty Ann Smith, County 4-H Agent, Rutgers Cooperative Extension of Middlesex County
390 George Street, 8th Floor, New Brunswick, NJ 08901, Phone: 732-745-3446
Fax: 732-745-3478, Email: bsmith@aesop.rutgers.edu

Other base program areas this program applies to:

Leadership & Volunteer Development
